DOCUMENT RESUME

ED 189 349 CE 025 719

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TITLE Project: Strategies for Sex Fairness. Differences between a Girl and Boy?
INSTITUTION Kansas State Univ., Manhattan. Coll. of Education.
SPONS AGENCY Kansas State Dept. of Education, Topeka. Div. of Vocational Education.
NOTE 26p.: Not available in paper copy due to colored paper. For related documents see CE 025 705-706 (student instructional packets): CE 025 707-717, and CE 025 720-722 (inservice packets): and CE 025 729 (outreach packet). Not all packets in this series are in ERIC: for full listing available from the publisher see any packet.
AVAILABLE FROM Dr. Frank Slapar, Director, Kansas Curriculum Materials Dissemination Center, 207 Whitesitt Hall, Pittsburg State University, Pittsburg, KS 66762 ($1.50 per packet: $45.00 for set of thirty)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Classroom Techniques: Inservice Teacher Education: Lesson Plans: Postsecondary Education: Secondary Education: *Sex Differences: *Sex Fairness: *Sex Stereotypes

ABSTRACT

One of a series of instructional packets to aid schools in reducing sex stereotypes, this inservice guide for use with school personnel is designed to stimulate thought and discussion about sex differences. Focus is on the difference between real sex differences and cultural sex stereotypes, the origin of the latter, and the implications of sex equality for our changing society and particularly for our system of public education. Contents include a leader's script (material to be presented), four transparency masters, and three handout masters. Topics covered include biological sex differences, intellectual sex differences (childhood and adolescence), myth and reality, intellectual and personality sex differences, and adjectives for son and daughter. A checklist of teacher responses to specific classroom situations is also included. The packet is designed for use alone, in combination with other packets (see Note), or to supplement existing inservice units. (JT)

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ED189349

PROJECT: STRATEGIES FOR SEX FAIRNESS
College of Education
Kansas State University

DIFFERENCES BETWEEN A GIRL AND BOY?

A Vocational Education SPECIAL PROJECT
Kansas State Department of Education

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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CE 025 719

Project: Strategies for Sex Fairness
College of Education, Kansas State University

SEX FAIRNESS PACKETS PRICE PER PACKET $1.50

The packets are designed to aid Kansas schools in reducing limitations that sex stereotyping imposes on option choices for boy and girl students. Each packet incorporates affective with cognitive learning to facilitate thinking and discussion. A packet's material can be used alone, in combination with other packets, or to supplement existing instructional/ in-service/out-reach units. Included are complete instructions for using the enclosed script, visual aids, transparency masters, handout masters, or group activities to cover 40-50 minute time periods. Packets are available for schools to address three different fronts - instructional packets for use with junior high or older students, in-service packets for use with school personnel, and out-reach packets for use with community groups.

INSTRUCTIONAL PACKETS:

'Does Occupational Stereotyping Need to Limit Choice?'
Students think through the process of narrowing their occupational options to a choice pool that reflects their interests, abilities, and values. Consideration is given whether occupational stereotyping is a valid reason for removing occupations from one's choice pool.

'Focus on the Future: Changing Lives'
Students are encouraged to think about today's world and the increased flexibility being prepared for both a job and managing a home brings to future choices.

'What Would I Do If That Were I'
Students consider present or potential life situations to explore traditional and nontraditional alternatives. The purpose is to assist in values clarification regarding sex roles.

'My Legal Right - Expanding Male Options'
Students demonstrate the legal right men have to be hired in nontraditional occupations via skit form.

'My Legal Right - Expanding Female Options'
Students demonstrate the legal right women have to be hired in nontraditional occupations via skit form.

'Is My Textbook Limiting Me in Considering Future Roles?'
Students consider that today's world is changing so rapidly textbooks cannot keep up in reflecting society. By recognizing textbook bias that limits choices, students can choose to ignore these limitations.

'Is My Guidance Text Limiting Me in Considering Future Roles?'
Students explore if and how interest inventories limit consideration of occupational options for boys and girls.

IN-SERVICE PACKETS:

'Changing Lives: Future Trends'
Considers the rapidly changing society and expanded skills and resources students need to acquire and face the future.

'My Role as a Change Agent'
Gives the theoretical base that can guide school personnel in creating attitudinal changes in other people.

'My School's Role as a Change Agent'
Explores how institutions can create attitudinal change in its surrounding environment.

'Legislation's Push for Sex Fairness'
Reviews legislation affecting schools and interpreted implications.

'Recognizing My Fair and Unfair Behavior'
Explores how our biases govern our attitudes and actions toward others. Biases are then examined to select those we want to remove/keep in our internal valuing system.

'Evaluating Our School for Sex Fairness'
Discussion of the process a school undergoes in establishing an evaluation that reflects its environmental circumstances.

' Instructional Material - Usage Despite Bias'
Explores how bias can occur in instructional material and methods of counteracting its influence on students.

'Guidance Tests - Usage Despite Bias'
Explores how bias can occur in guidance tests and approaches to reduce any bias during usage.

'The Academic Teacher - Encouraging Non-Traditional Options'
Considers the role academic teachers can take in expanding options for students.

'Vocational Teacher - Encouraging Non-Traditional Options'
Suggests steps vocational teachers can take that makes students less hesitant to consider non-traditional options.

'Counselor - Encouraging Non-Traditional Options'
Presents several different approaches with suggested accompanying activities from which counselors can choose for encouraging students to consider nontraditional careers.

'Creating a Sex-Fair School Environment'
Explores diverse fronts to be considered and action planning stages for a school.

'Differences Between a Girl and Boy?'
Presents what current research shows may be differences by developmental stages.

'Profile of a Non-Traditional Student'
Written by an educational director in industry who relates the problems he observes women face personally and professionally when working in a non-traditional field. Recommendations are made for improving preparation for non-traditional students.

'Home Economics for All'
Suggest approaches that encourage boys/girls to acquire home management skills and consider home economics related occupations.

'Math and Science for All'
Suggest approaches that encourage girls/boys to acquire sufficient math and science skills that occupational options can remain open.

OUT-REACH PACKETS

'Future Trends Create Changing Lives'
Considers the rapidly changing society and expanded skills and resources today's youth need to cope with the future.

'Society's Messages to Youth'
Explores messages coming from diverse sources of a child's environment and how they can limit options a child considers.

'Community Groups-Helping Face the Future'
Considers alternative approaches community groups can take to aid in expanding option choices for today's youth.

'Business and Industry-Helping Face the Future'
Considers alternative measures that business and industry can take to aid schools expand option choices for their students.

'Parents-Helping Your Child Face the Future'
Explores the role parents can play in limiting or expanding option choices for their children.

'New Options in Choosing Vocational Training'
Developed for use with groups of potential students to encourage both boys and girls to consider all course offerings of a school.

'Re-entering the Work Force-New Options'
Developed for use with older groups of potential students or displaced homemakers to encourage considerations of expanded occupational choices.

INSTRUCTIONS

The contents of this in-service packet have been designed to stimulate thought and discussion about the difference between real sex differences and cultural sex stereotypes, the origin of the latter, and the implications of sex equality for our changing society and particularly for our system of public education.

The packet may be used alone, in combination with other packets, or to supplement existing in-service units. Its effectiveness will be determined by your group's discussion and participation.

With this packet are included:

1. A Leader's script. This script has action guide notations in the right-hand column.

2. Four transparency masters:

   . Biological Sex Differences

   . Intellectual Sex Differences - Childhood

   . Intellectual Sex Differences - Adolescence

   . Sex Differences - Myth and Reality

   By covering each master with a sheet of transparency film and running both the sheet and master through a Thermafax machine, transparencies for use with an overhead projector can be produced.

3. Three handout masters:

   . Intellectual and Personality Sex Differences

   . Adjectives for Son and Daughter

   . How Would You Respond?

   Copies of these handouts for distribution can be made by using any copying machine, or by using a Thermafax machine to make ditto masters.

A suggested general format for this in-service unit is:

1. Before the presentation, the leader should

   a. become familiar with the script, making modifications to fit your audience or speaking style.

   b. set up an overhead projector for showing transparencies.

2. The leader reads the script to the group, incorporating the action guide notations in the right-hand column.

(3. If time and interest permit, the leader may set up and guide small discussion groups at the conclusion of the presentation.)

"The girl that I marry will have to be/ As soft and as pink as a nursery. . . ."

"A pretty girl is like a melody/ That haunts you night and noon."

"There is nothin' like a dame. . . ."

". . .And she's Daddy's little girl."

"My boy Bill, as strong and as tall as a tree. . . ."

"Roly-poly, but he'll be a man someday."

"Thank heaven for little girls--without them, what would little boys do?"

Popular songs have a way of reflecting popular cultural attitudes and beliefs. Those of us who are alert and highly sensitized to the current attempts at creating an educational environment free of sexual stereotyping may be aghast to remember that those are lines from songs we grew up with. Perhaps it's even more dismaying to realize that these sex-biased attitudes hang on, despite sincere attempts--even legal mandates--to overcome them. Old habits die hard, particularly ingrained attitudinal habits resulting from centuries of cultural socialization.

Let's ask ourselves, honestly and realistically, what is actually <u>wrong</u> with such attitudes? What is so bad about the "complementarity concept" of the respective male-female roles in our society? --That is, that males possess certain traits and should behave in certain ways and that females possess opposite (complementary) traits and should behave in opposite ways.

Well, when you are dealing with valid biological differences on a highly personalized level, having to do with mate selection and reproduction, the complementarity concept works quite well. Obviously, there <u>are</u> natural sex differences which complement each other-- and by the age of 6-9 children become aware of these differences. By the time young people reach adolescence, it would take more than uni-sex clothing

or a totally new and different set of cultural attitudes to conceal the fact that biological complementarity is built into the species--that it "takes two to tango." ---***---

*** Show transparency #1: "Biological Sex Differences"

Also, as educators, we need to be aware that there are some points in the maturation of the respective sexes at which there appear to be a certain few innate intellectual differences based on sex alone. Some of these are apparent in childhood. ---***--- Others show up during adolescence. ---***--- Note that in both groups there are far more areas of no difference.

*** Show transparency #2: "Childhood"

*** Show transparency #3: "Adolescence"

Beyond this point, the complementarity concept begins to break down. We find that--by extension--we have tended for many years to assign complementary attributes to boys and girls which have to do with traits other than actual physical differences-- thereby formulating such "sexual stereotypes" as:

Boys are aggressive; girls are passive.

Boys are the providers; girls are provided for.

Boys go off to work and earn a paycheck; girls stay home and manage the house and children.

Boys are "hard" and physical; girls are "soft" and emotional.

*** Show transparency #4: "Sex Differences: Myth and Reality"

This next transparency ---***--- shows the myth and the reality about certain assumed sex differences which have influenced our approach to education in the past.

How did these extended attitudes of complementarity originate, and why do they persist as standards of what is appropriate for men vs. what is appropriate for women?

Well, many of these attitudes were an understandable result of the nature of our society in its early development, when women stayed home and men ranged afar. There was a necessary and reasonably equitable

division of labor in the days when it took the full time and energies of women to bear and tend the children; make the soap, boil the water, and wash the clothes which they had made; plant and tend the garden, put up the food, and prepare the meals. All these functions could be performed in or near the home, so the woman could concurrently nurse the newest baby and teach the younger children--both male and female--to assist with the at-home chores. (We sometimes forget that she also learned to handle a gun, chop the wood, and do other heavy, "non-feminine" work.) At a time when the mortality rate was high, it was a necessity of survival that a woman's primary function--decreed by biological sex differences--was to produce children! She was also old by 30....

At the same time, because <u>in general</u> they were larger and heavier than women and because--again by biological decree--their bodies were not designed to spend nine months of every year producing a new life--men and older boys had to venture farther from home to till the fields with equipment they had made, forage for game, construct homes for themselves and neighbors, tend the animals, and so on. Whether they preferred these activities or not, these were the chores that logically fell to them. They, too, were early old--and early dead!

In other words, these attitudes at the time they were formulated were <u>descriptive</u>; <u>i.e.</u>, they reflected and described a practical division of labor between the sexes. But as time passed and the nature of our society changed, these attitudes and ideas regarding "man's work" and "woman's place" became <u>prescriptive</u>; <u>i.e.</u>, because this is the way

things had been, this is the way things should always be, even though circumstances underwent radical changes.

So, as society marched forward and technology made work easier for both men and women, both sexes still assumed for the most part that the more passive female remained at home and the protective male went off to work someplace else. In large measure, because this was "the way things ought to be," men came to take pride in being the sole financial supporter, and women were for the most part satisfied to fulfill a complementary role in keeping a pleasant home and rearing pleasant children for their husbands. --And at an earlier period in our history, such a continued dichotomy was still economically feasible--despite some distant muted rumblings of discontent. The already formulated sexual stereotypes were accepted, reinforced, and passed on.

But where do we stand today:

--after wars that necessitated women's performing traditionally male tasks and finding often that they liked them?

--after periods of high unemployment that sometimes left men at home with their children, and finding often that they liked it?

--at a time when double-digit inflation makes it more often than not impossible to live on a single paycheck?

--at a time when either a man or a woman may be a single parent with children to support?

--in a period when young couples are postponing having children or opting to have none at all, or not marrying at all?

--now that both males and females are questioning long-held concepts of their proper place in the modern world?

--when contented married women suddenly find themselves "displaced homemakers" with no skills for supporting themselves?

It is no longer news that male-female roles and relationships in our society are in a turbulent period of transition, with wide-ranging ripple effects. Whatever the immediate causes may be--women's rights, the current straits of our economy, the changing staus of the traditional nuclear family, or what have you--there are strong waves of change altering the shorelines of some long-held traditional beliefs about what constitutes men's and women's respective "proper place" in today's world.

Equal rights and equal opportunity mandates for women are creating drastic changes in attitudes of women concerning their place both in the work world and in personal relationships, with their own and the opposite sex. Any movement which alters the views and aspirations of one sex will, ipso facto, affect the attitudes and beliefs of the other sex as well. The women's movement becomes the "human movement," with men, too, seeing themselves and their relationships from a new and different angle.

Consider some of the implications:

Implications for Women--

More and more women are entering the job market.

Many young women, newly graduated from high school, vo-tech schools, and colleges are going to work immediately. Some wish to carve out a career and "make it on their own," with an intense feeling of proving their own worth and self-respect as wage-earners able to support themselves. A lot of these women will postpone marriage, or choose to remain single.

Other young women who opt for marriage are working also, whether by choice or not, and establishing a partnership marriage; or earning money for basic needs and some luxuries which a single paycheck can't provide. Some of these young women and their husbands will choose either to delay having children or to remain childless.

Many older women are returning to the job force--either by economic necessity as "displaced homemakers" or by choice, for a sense of financial worth and personal independence.

Implications for Men--

Men are coming to realize that women's place is not solely in the home. Whether they like it or not, men are finding themselves working with women in jobs traditionally considered for men only. They are in the position of having to "size up the competition" not only in terms of other men, but in terms of female competition as well--often to their confusion and disorientation.

Men also can now take a longer look at the career options open to them. If women are entering traditionally male territory, men also have an equal right to consider vocations previously labeled "women's work" without bearing the stigma of being considered sissies. Our children may well benefit by having more male teachers during their pre-school and elementary years; male hospital patients may feel more comfortable with male nurses --and so on.

Older men who are feeling weary and trapped on the breadwinner's treadmill may find that, as their wives seek a sense of fulfillment on a job, they can have the economic freedom of choice to change jobs. With a second paycheck coming into the family, men may be able to switch to a mid-life career which is more personally satisfying, without feeling guilty that the family might suffer financially.

Implications for Both--

Both men and women can learn that what we have long considered male or female traits and abilities are in reality human traits and abilities possessed by both men and women to varying degrees, depending on individual differences, not sex differences. Customarily our cultural socialization has established one set of expectations for boys and

another set for girls. As a result, a lot of unhappy people have repressed certain interests, abilities, and behavior because they were not "appropriate" to their sex.

Furthermore, a new pattern for the family--that much-beleaguered institution--may emerge as the dust of change begins to settle. Already we are seeing young people who are idealistic enough and determined enough to balance a home and family with the two careers needed to support that home and family. There have been many fears expressed that such families will result in a generation of unintended "latchkey children." Yes, of course that is a possibility. But one might question whether or not these children are any more neglected than are many children with a parent at home full-time. Indications are that--at least after they have reached school age--children of working parents (or a single parent) simply learn earlier to be self-reliant, independent, and responsible. And as progress is made in equalizing salaries for men and women (equal pay for equal work), many of the current breed of young parents seem to be entering a new phase of family life, an across-the-board form of marriage partnership. As both mother and father enter or remain in the work world and share their earnings, they also tend more and more to share the responsibilities and pleasures of running the home and rearing their children--many to the point of taking shorter work weeks and refusing job transfers so that both parents may spend more time with their children, both separately and together. Might this not be the "complementarity concept" at its best? --a kind of "human complementarity" rather than a sexually dictated complementarity.

What, then, are the implications of this changing social order for our system of public education. For one thing, we already have a wealth of studies to show that there are very few sex-based differences in learning abilities. ---***--- For another thing, it is written into law

*** Distribute handout #1

that we eliminate sex biases in our public education.

Unfortunately, there is always a lag between social change and our social institutions. We can look around us and see what is happening in today's world; we can also look at our schools and see areas in which they are lagging behind. We know, for instance, that young children who are taught the metric system from kindergarten on learn it easily. It makes good sense; it's based on 10's and 100's, as is our monetary system. The problem lies with older people who have learned a different system and are reluctant to change--not because the new way is harder, but because it is so difficult to <u>un-learn the old way</u>! So it is with our new knowledge about real sexual differences (so very few) and traditional sexual stereotypes (so very many). It is difficult to un-learn the old ways of thinking--particularly when those old attitudes are not strictly logical and intellectual, but are deeply entwined with our emotions and cultural attitudes.

Many, if not most, of the children entering the school system right now come from a background which does not fit at all our long-held image of the traditional home and family. Many come from families in which both parents work and share household responsibilities. Many come from homes with a single parent who works from necessity. Many already have the idea that men help with household chores and women leave the home and work to help support the family. How unsettling it must be for these children to arrive at a school which seems to send conflicting messages. Which messages are they to believe? Which authority figures are right? How can they please everyone and still emerge with their psyches intact?

If it's tough being a kid in those circumstances, it's just as tough being an educator. Because, let's face it, often our ideas of the way we'd <u>like</u> things to be don't always match up with the way things are. Sometimes there is real conflict between what we think with our heads

and what we feel with our hearts. By way of pointing up some of these discrepancies, ---***--- fill in the blanks on this handout, being as honest with yourself as possible. Notice that the key words are "I would like...." In the next five minutes, fill these out rapidly, from the point of view of a parent. You are remaining anonymous; no-one but you need ever know what you put down.

*** Pass out Handout #2

(Allow five minutes for this activity.)

If you listed five or more of the same or similar adjectives for your son and for your daughter, give yourself good marks for thinking fairly about your expectations for boys and girls. If you find that your lists of adjectives are quite different, perhaps you need to do some soul-searching, and check whether your personal feelings are carrying over into your work with students.

But perhaps, despite some die-hard personal feelings, you <u>are</u> able to see the importance of sexual equality in public education which goes beyond lip service and changing a few pictures in the textbooks. Which response, then, would you make to each of the following situations? ---***--- Take 10-15 minutes to read this handout and check the blanks that most nearly represent how you would respond to similar situations.

*** Distribute Handout #3

(Allow 10-15 minutes for this activity.)

As educators, we must guard against becoming bogged down in such peripheral issues as whether boys should open doors for girls, whether girls should dress to please boys or other girls or themselves, or what form of address to use in letters. Let us concentrate on the larger and more meaningful issues of preparing young people--male and female--to make their way in a social setting vastly different from that of yesterday's world, with the necessary skills and abilities to get and keep a job, support themselves financially, and feel confident and comfortable

with themselves and others as worthwhile human beings.

If, in fact, the duty of our educational system is to reflect to our youth the world as it exists and to prepare them for it, let us make sure that the image we reflect is not a distorted one.

(If time permits and the audience seems interested, break into small discussion groups with common interests--elementary teachers, secondary teachers, administrators, etc.--to talk about areas in which their schools are making progress, areas that need more effort, ways they handle sex-biased situations when they arise, their responses to the handouts, and so on.)

RESOURCE READINGS USED IN THE PREPARATION OF THIS PACKET:

Girl, Boy, or Person: Beyond Sex Differences. Project on Sex-Stereotyping in Education; Women's Educational Equity Act Program, U.S. Dept. of Health, Education, and Welfare. Office of Education.

A Handbook for Workshops on Sex Equality in Education, Mary Ellen Verheyden-Hilliard. Sex Equality in Guidance Opportunities Project, American Personal & Guidance Association.

And Jill Came Tumbling After: Sexism in American Education, edited and introduced by Judith Stacey, Susan Béreaud, and Joan Daniels. Dell Publishing Co., 1 Dag Hammarskjold Plaza, New York, NY 10017

Thinking and Doing: Overcoming Sex Role Stereotyping in Education. Educational Equity Act Program; U.S. Dept. of Health, Education, and Welfare. Office of Education.

TRANSPARENCY MASTERS

BIOLOGICAL SEX DIFFERENCES

Females(XX):

Males(XY):

CHILDHOOD

have better co-ordination in fine body movements.

have better co-ordination in gross movements.

are skeletally more mature.

reach puberty earlier.

ADOLESCENCE

experience growth spurt from about age 11 to 13½.

experience growth spurt from about age 13 to 15½.

begin menstruation.

begin sperm production.

develop breasts, pubic hair.

develop larger genitals, pubic hair & facial hair.

increase muscle size.

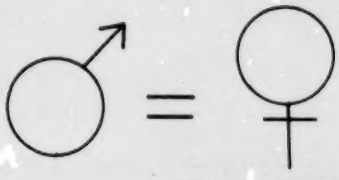
TR - 1

Girl, Boy or Person: [illegible]d Sex Differences. Project on Sex St[illegible]ing in Education; Women's Educational [illegible]ity Act Program, U.S. Dept. of Healt[illegible], Education, and Welfare. Office of Education

INTELLECTUAL SEX DIFFERENCES

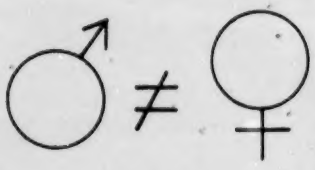
CHILDHOOD

AREAS OF NO DIFFERENCE:



Perception	Paired Associate Learning
Memory	Discrimination Learning
Conceptual Level	Learning through Modeling
Reasoning	Non-verbal Creativity
Spatial Relation Skills	Quantitative (Math) Skills

AREAS OF DIFFERENCE:



Male Superiority	Female Superiority
	General Intelligence
	Verbal Measures of Creativity

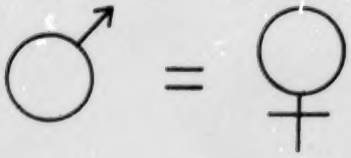
TR - 2

Girl, Boy, or Person: Beyond Sex Differences. Project on Sex Stereotyping in Education; Women's Educational Equity Act Program, U.S. Dept. of Health, Education, and Welfare. Office of Education

INTELLECTUAL SEX DIFFERENCES

ADOLESCENCE

AREAS OF NO DIFFERENCE:



Perception

Memory

Reasoning

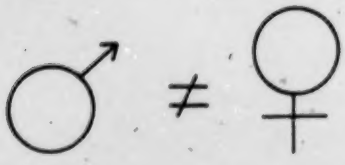
Conceptual Level

Paired Associate Learning

Learning through Modeling

General Intelligence

AREAS OF DIFFERENCE:

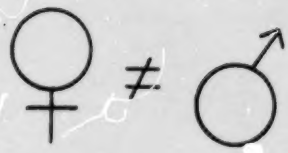


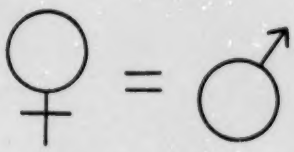
Male Superiority	Female Superiority
Spatial Relation Skills	Verbal Skills
Quantitative Skills	Verbal Measures of Creativity
	Discrimination Learning

TR - 3

Girl, Boy, or Person: Beyond Sex Differences. Project on Sex Stereotyping in Education; Women's Educational Equity Act Program, U.S. Dept. of Health, Education, and Welfare. Office of Education

SEX DIFFERENCES





MYTH

1. Girls are "people oriented" Boys are "object oriented"
2. Girls are more easily influenced than boys.
3. Girls have lower self confidence than boys.
4. Boys are more analytic than girls.
5. Girls are auditory, boys are visual.

REALITY

1. Girls are not more apt than boys to be concerned with people as opposed to objects or ideas.
2. Boys and girls are equally susceptible to pressure to conform and to persuasive communications.
3. Girls have lower self confidence only during the college years.
4. Boys and girls do not differ on measures of analytic ability
5. Boys & girls do not differ in their response to sounds or to visual stimuli.

TR - 4

Girl, Boy, or Person: Beyond Sex Differences. Project on Sex Stereotyping in Education; Women's Educational Equity Act Program, U. S. Dept. of Health, Education, and Welfare. Office of Education

HANDOUT MASTERS

Handout #1

INTELLECTUAL AND PERSONALITY SEX DIFFERENCES

Areas of No Difference

Achievement Motivation . . . . . Bandura and Perloff, 1968; Battie, 1965
Activity Level . . . . . Schwartz and Wynn, 1971
Analytic Abilities . . . . . Weinberg and Rabinowitz, 1970
Auditory Abilities . . . . . Bryden, 1972; Gardner, 1973
Conceptual Level . . . . . Brainerd, 1972; Cathcart, 1971
Creativity:
    Verbal . . . . . Ward, 1968
    Nonverbal . . . . . Cicirelli, 1967
Dependency . . . . . Baumrind, 1971; Clarke-Stewart, 1973
Empathy . . . . . Borke, 1971; Rubin, 1972
General Intellectual Abilities . . . . . Schubert and Cropley, 1972
Locus of Control . . . . . Dweck and Reppucci, 1973
Learning:
    Paired-associates . . . . . McCullers, 1967
    Discrimination . . . . . Seigel and Van Cara, 1971
    Through Modeling . . . . . Zimmerman and Bell, 1972
Memory . . . . . Moynahan, 1973; Sabo and Hagen, 1972
Quantitative Skills:
    Preadolescents . . . . . Pedersen, Shinedling and Johnson, 1968
Reasoning . . . . . Roberge and Paulas, 1971
Social Orientation . . . . . Clarke-Stewart, 1973; Coates et al., 1972
Spatial Relation Skills . . . . . Kaess, 1971; Kershner, 1971
Susceptibility to Influence . . . Endler and Hoy, 1967; Silverman, 1968
Tactile Perception . . . . . Jackson, 1973
Verbal Skills:
    Preadolescents . . . . . Hopkins and Bibelheimer, 1971
Visual Abilities . . . . . Batter and Zong, 1970; Jackson, 1973

Areas of Mixed Evidence

Competition . . . . . Kagan and Madsen, 1972
Curiosity . . . . . Baumrind and Black, 1967; Walberg, 1969
Dominance . . . . . Braginsky, 1970
Nurturance . . . . . Laosa and Brophy, 1972; Lewis, 1972
Self Confidence . . . . . Battle, 1966; Coopersmith, 1967
Timidity . . . . . Baumrind and Black, 1967; Walker, 1967

Areas of Male Superiority

Aggression . . . . . Liebert and Baron, 1972
Quantitative Skills (adolescence) . . . . . Backman, 1972; Droege, 1967

Areas of Female Superiority

Verbal Skills (adolescence) . . . . . Backman, 1972; Walberg, 1969

Girl, Boy, or Person: Beyond Sex Differences. Project on Sex Stereotyping in Education; Women's Educational Equity Act Program, U.S. Dept. of Health, Education, and Welfare. Office of Education

Handout #2

ADJECTIVES FOR SON AND DAUGHTER

After each of the following statements, supply ten adjectives. Be honest and highly personalized. (Please check the appropriate blank on the first line; otherwise, remain anonymous.)

I am a (female) _____ (male) _____

Statement A:

I would like for a son of mine to be: (supply 10 adjectives)

1. _____ 6. _____
2. _____ 7. _____
3. _____ 8. _____
4. _____ 9. _____
5. _____ 10. _____

Statement B:

I would like for a daughter of mine to be: (supply 10 adjectives)

1. _____ 6. _____
2. _____ 7. _____
3. _____ 8. _____
4. _____ 9. _____
5. _____ 10. _____

Handout #3
HOW WOULD YOU RESPOND?

Source: Thinking and Doing: Overcoming Sex Role Stereotyping in Education. Woman's Educational Equity Act Program: U.S. Dept. of Health, Education, and Welfare. Office of Education.

For each situation, check the response that comes closest to what you would say.

#1: A student asks you if it is true that women are more emotional than men. You say:
___ I don't know; it depends what you mean by "emotional."
___ Women are allowed to express some emotions more freely than men.
___ Perhaps on the average. But there are lots of emotional men and lots of easygoing women.
___ What difference does it make whether or not they are?
___ That's just a myth which has given people the impression that women are less reliable and competent than men.

#2: Gwen always wears ragged jeans and shirts to school. During recess she tries to play with the boys. If they won't let her in their games she often starts a fight. She also swears a lot. What do you do?
___ Speak to Gwen and her mother to try to help her become more ladylike.
___ Nothing. She'll outgrow it.
___ Tell Gwen not to swear in class. Times have changed, but not that much.
___ Speak to the boys and tell them not to be so mean.
___ Appoint Gwen captain of the newly formed girls' kickball team.

#3: A student asks you if it is true that men are more aggressive than women. You say:
___ I don't know; men and women express aggression in different ways.
___ Women are disapproved of more if they seem aggressive or angry.
___ Perhaps there are overall differences; but remember there are lots of gentle men, too.
___ Who knows where the truth lies: The question is whether aggression or timidity is good or bad in either sex.
___ It's just a myth which has permitted men to monopolize positions of power.

#4: One of the girls in your class seems to have gone overboard about women's liberation. She uses rough language, jeers at the boys, and even makes fun of the girls who wear ruffles or makeup. She also disrupts the class every time she can point out some injustice to women. How do you handle this?
___ Help her to be more popular and get more positive attention. Tell her she'll catch more flies with honey than with vinegar.
___ Speak to her privately. Tell her times have changed, but not that much.
___ Tell her that while you respect her right to hold her views, she has to show the same respect for those of her classmates.
___ Hold a class debate on the issues of women's liberation, and make sure everyone abides by the debating rules.
___ Every time she speaks up, tell her she'll get a chance to speak her piece, and be sure she does.

#5: During a parent night, one of the parents asks if training girls to compete with men on the job market, and trying to prepare boys to assume an equal share of housework and child care, will lead to a weakening of the family: more divorces, fewer children and more neglected children if responsibility for them is not clear. The parent goes on to state that there may be greater reluctance on the part of young people, especially young men, to marry at all. You say:
___ All we do is try to provide skills and preparation. The private family arrangements that people make are their own business.
___ The divorce rate keeps rising and women are working in greater numbers anyway; it is better for young people to be prepared.
___ The idea that family strength comes from dependency is outdated; it comes from a time when a division of labor was more practical than now.

(Con't.)

#6: At a parent meeting, while discussing changes that have been made in the curriculum to eliminate sex-role stereotyping, one of the fathers says that if girls are trained to compete with boys instead of helping and comforting them, we will lose the last source of warmth and kindness in a rough, cold world. What do you say?

___ There is no conflict between a successful worker and a warm and loving woman.
___ More and more women will be in the labor force anyway. It is better for them to be well prepared for it.
___ What the men may lose in warmth and comfort, they will gain in freedom from dependency.
___ It is not fair to deprive half the people of their full rights to self-fulfillment for the benefit of the other half.
___ Who has been helping and comforting women up to now? Kindness and consideration should be the responsibility of everyone.

#7: A girl student confides to you that she is really somewhat disturbed by all this new emphasis on jobs and careers for women. She is interested in art, and plans to major in art history in college, but expects to be married as soon as she graduates, if not before. She really doesn't like the idea of having to compete and work for a living, but would rather take care of her family and pursue her hobbies. What do you say to her?

___ Being a good wife, mother and citizen, and creating a really good home is a full-time job in itself. You have no need to feel apologetic.
___ The idea was supposed to be freedom of choice. No woman should have to work if she doesn't want to.
___ Many women will have to work whether they want to or not; it's best to equip yourself with some marketable skills whether you use them or not.
___ Don't close down your options so soon in life. There may be interesting jobs where you could use your love of art.
___ I don't think it is good for a woman to be dependent on her husband.

#8: The math textbooks have a disproportionate number of boys mentioned in the examples and problems, and they also depict the two sexes engaged in very stereotypic activities. Problems involving girls are about cooking and sewing, those about boys are about building, traveling, sports, etc. What would you do?

___ Nothing. It has nothing to do with math.
___ I would point out the silliness of such outdated assumptions, and get on with the class.
___ I would rewrite a lot of the problems and examples, or make up new ones.
___ I would point out the biases and ask the students to help me make up new ones.
___ I would tell the students to change the sex of the characters mentioned in the problems I assigned, and discuss the results with them.

#9: Malia and Cassandra both want to sign up for a metalworking course in the shop this semester, and they are the only girls who do. The trouble is, the girls' physical education class for their grade has been scheduled at the same time, and is a requirement. What do you think should be done?

___ Nothing. We can't keep making exceptions for every kid who has a faddish whim, or who wants to be with the boys.
___ Advise the girls to take their hobby courses through the Y, or put it off until next year. Phys. ed. is a basic.
___ Try to get the shop teacher to come in after school for a special girls' shop class.
___ Persuade the physical education teacher to give the girls a waiver or let them make it up later. Their interest should not be discouraged.
___ Insist that the shop course be rescheduled. Then maybe more girls will take it.